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ABSTRACT

During 1978-79, the Dallas Independent School District (DISD) implemented a pilot program to develop a vocational assessment process for handicapped students from secondary special education programs. The evaluation was designed to help students identify their individual interests, skills, and potentials, and thereby plan for realistic careers in which they may most likely succeed. The evaluation also assisted school personnel in determining the most appropriate educational placement for students. The evaluators consisted of technicians, vocational assessment counselors, and special education personnel. Human factor skills, as well as skills of the market place, were measured by norm referenced and criterion referenced assessment devices and by observations. The Multiple Careers Magnet Center (MCMC) was chosen as the site for the Assessment Center. The following were used to develop the vocational assessment process: (1) table of procedures tried out during 1978-79 with 130 secondary handicapped students: (2) findings of a pre-pilot program conducted in 1978 by DISD: (3) recommendations of two university consultants, the DISD Appraisal Subcommittee and the MCMC Advisory Committee: (4) administrative handbook: (5) student handbook: and (6) matrix of all work samples used in developing individual student plans. (RL)

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DALLAS INDEPENDENT SCHOOL DISTRICT

DALLAS, TEXAS

Pilot Program to Develop an Assessment Program For Students with Special Needs

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Texas Education Agency
Occupational Educational Department
Vocational Program Improvement and
Supportive Services
Exemplary and Innovative Programs
Project #99230246

Pilot Program to Develop an Assessment Program for Students with Special Needs

Site Location

During the 1978-79 school year, the Dallas Independent School District implemented a pilot program to provide a systematic approach to the development and implemention of a vocational assessment system for handicapped students. In the fall of 1979, five classrooms at the Multiple Careers Magnet Center, a barrier free building, were renovated to house an assessment center. This renovation was funded by the Dallas Independent School District. One room was designed to house universal work samples; two, to house standardized and teacher-made work samples related to specific training options available in the District; one a work adjustment classroom; and one was sub-divided as office space for three career evaluation counselors. The Multiple Careers Magnet Center was chosen as the site for the Assessment Center because it is centrally located, within a 2 mile radius of the center of Dallas, houses a magnet skill training center for handicapped students, and is a barrier free building. Students are brought to the skill training center from their home school using regular buses that make stops four times a day at all seven magnet schools. The Assessment Center students, therefore, are able to ride these regularly scheduled buses, resulting in a cost effective method for transportation. Special arrangements are made for orthopedically handicapped students using District owned and operated adapted buses.

Staffing

The Center is operated by a staff of nine. Three career evaluation counselors, all certificated in career counseling and one each as diagnostician, psychological associate and regular counselor. These career counselors administer the universal work samples, counsel with students about their interests and results of evaluations and serve as liason among the Center, the parent(s) and the students.

Professional staff members trained in special education, administer the standardized and criterion referenced work samples related to specific training clusters. One special education professional staff member, trained to work with the emotionally disturbed ran the work adjustment class. Three paraprofessionals assist the professional staff. In addition, consultation services are provided to the assessment staff by DISD personnel as follows:

(a) Nurse, reviews all medical information and gives input at case conferences regarding any potential health hazards in recommended occupational areas;

(b) Speech therapist consults concerning language handicaps both receptive and expressive;

(c) One occupational and one physical therapist evaluate all orthopedically handicapped students concerning actual physical limitations and adaptive devises needed for success in recommended occupational areas.

The Vocational Assessment Process

The following experiences and recommendations have been used to develop the assessment process:

(1) Procedures tried out during this past year (1978-79) with the 130 students from 20 secondary schools seen for assessment representing all handicapping conditions (see table 1).

(2) Findings of a pre-pilot program conducted by DISD in the Spring of 1978.

(3) Recommendations of consultants Chris Graham, Director of the Center for Rehabilitation Studies, North Texas State University and Dr. Donn Brolin, Professor, College of Education, University of Missouri. (See appendices A & B)

Table 1

MCMC, Assessment Center and District-Wide High School
Special Education Student Characteristics

Characteristic	MCMC		Assessment Center		DISD	
	N	%	N	%	N	%
Sex						
Female	24	37.5	48	40.0	530	33.6
Male	40	62.5	72	60.0	1046	66.4
Ethnicity						
Black	31	48.4	59	49.2	732	46.4
Hispanic	4	6.3	7	5.8	118	7.5
White	29	45.3	54	45.0	719	45.6
Other	0	0.0	0	0.0	7	0.5
Primary Handicap						
Auditory-Regional School for Deaf (0092)	0	0.0	0	0.0	101	6.4
Visual (4041)	0	0.0	1	0.8	13	0.8
Orthopedic (4042)	1	1.6	5	4.2	37	2.3
Other health impaired (4043)	0	0.0	7	5.9	29	1.8
Minimally Brain Injured (4342)	7	10.9	5	4.2	67	4.3
Mentally Retarted-Educable (4444)	30	46.9	42	35.3	402	25.5
Mentally Retarted-Trainable (4544)	5	7.8	15	12.6	248	15.7
Emotionally Disturbed (4647, 4747)	1	1.6	12	10.1	140	8.9
Emotionally Disturbed in Community Center (4947)	0	0.0	1	0.8	101	6.4
Language and/or Learning Disabled (5251)	20	31.3	31	26.1	437	27.7
TOTAL	64		120		1576	

*The actual total under Assessment Center characteristic totals varies due to missing data.

(4) Recommendations of the DISD Appraisal Subcommittee of the Secondary Special Education Task Force developed in February 1978 to expand opportunities for vocational education for special education students in DISD.

(5) Recommendations of the Multiple Careers Magnet Center Advisory Committee. (See appendix C)

1. Administrative Handbook.

An administrative handbook, reproduced on the next several pages, has been developed, which states the Center's philosophy of vocational evaluation, the purposes of evaluation, the evaluation process, and referral procedures.

2. Student Handbook.

The student handbook, which can be found immediately following the administrator's handbook, explains the Center to the students in language they can understand. This handbook was adapted from that used at the Center for Rehabilitation Studies, North Texas University. The handbook will be reproduced on tape at the Center for those students who are unable to read.

3. Matrix of all work samples.

The Center staff have developed a matrix of all work samples and tests used at the Center and each worker trait, vocational aptitude, and ability each measurement indice represents. (P.23-26) This matrix serves as the basis for developing an individual vocational evaluation plan for each student. It also served as the basis for the development of the final evaluation report form found on pages 27 to 31 . This matrix was developed from the Dictionary of Occupational Titles and Career Information in Counseling and Teaching by Lee Isaacson.

4. Adaptive Equipment.

In order for all physically handicapped students referred to the Center to have the opportunity to demonstrate their strengths in as optimal an environment as possible, adaptive equipment was purchased for their use. This equipment is listed in Table 2. The DISD occupational and physical therapist assigned as consultants to the Center developed this equipment list.

TABLE 2

1. Adjustable work table
2. Adjustable high chair
3. Self propelled wheel stretcher
4. Tilt table
5. Mobile arm sling
6. Stand in table
7. Special care wheel chair
8. Universal workplace
9. Prone stander

V O C A T I O N A L E V A L A T I O N
C E N T E R

at the

Multiple Careers Magnet Center

Dallas Independent School District

4328 Rusk Avenue
Dallas, Tx. 75204

VOCATIONAL EVALUATION CENTER

I Philosophy

The evaluation center provides a comprehensive evaluation of students' vocational skills. Evaluation technicians, vocational assessment counselors, and special education personnel evaluate human factor skills as well as skills of the market place. These skills are measured by norm referenced and criterion referenced assessment devices and by observations. The vocational evaluation includes the following principles:

1) future oriented - the evaluator measures skills and makes recommendations for career and vocational planning. William Gellman (1967) theorizes that the work sector is characterized by achievement-oriented behavior, that the worker possesses a work personality, and that the work personality is developmental. It is the responsibility of the evaluator-counselor to determine the stage and the type of work personality of an individual.

2) Student centered - the evaluator raises the level of student awareness of vocational interests and aptitudes; provides vocational alternatives and assists the student in making realistic vocational decisions; and furnishes a written record of assessment to enable other helping professionals to facilitate the student's vocational program.

3) Interdisciplinary services approach - the evaluator utilizes information furnished by psychologists, physicians, educators, therapists, e. g. OT, PT, Speech Clinicians, as well as ancillary services.

Results of the evaluation for each student are reported in such a manner that referral sources may utilize the presented material creatively and recommend appropriate placements based on the data supplied.

II Purpose of Evaluation

Students from secondary special education programs throughout DISD attend the Vocational Evaluation Center for a vocational assessment. This evaluation is designed to help students identify their individual interests, skills, and potentials and thereby plan for realistic careers in which they are most likely to succeed.

The vocational evaluation includes an assessment of work values, vocational interests, aptitudes and attitudes. Students also try out actual skill-training job samples, representing programs available in the school district. Throughout the evaluation process, feedback from career counselors helps students become more aware of their strengths and weaknesses and, therefore, better prepared to make more realistic career decisions.

The purpose of the vocational evaluation is to determine student vocational strengths and limitations and to identify compatible careers for the student's consideration. Vocational assessment assists school personnel in determining the most appropriate educational placement for students.

(3)

III Referral Process

The ARD team meets to review students who are referred for vocational assessment. These meetings are attended by the vocational evaluator as frequently as possible. Such items as reason for referral, student's functioning level, and home/school factors are explored. Documentation of the meeting is furnished the Evaluation Center. Results of the meeting may be documented in a 3.0, a copy of the minutes of the meeting, or other appropriate written means.

Next, a conference is held with the student and parents or guardian of the student, and a representative of the local school. The vocational evaluator, upon request, may attend the conference. The school representative explains the vocational evaluation program. If the parent agrees to the student's being assessed, a Referral for Individual Study (Form 2.0) is signed by the parent, or if appropriate, by the student. A copy of the 2.0 is sent to the Evaluation Center.

IV Attendance and Scheduling

A schedule for the student's vocational evaluation is established. Scheduling is a joint effort by the home school and the Evaluation Center. Students attend the Evaluation Center for one-half day. Most evaluations can be completed in three weeks. Every effort is made to schedule students for vocational evaluation during the time electives are offered at their home school.

(4)

V Transportation

Transportation is provided by the regular magnet school bus program and is arranged by the Evaluation Center. Adapted transportation is provided on an individual needs basis.

VI Evaluation Process

Students spend their first day in orientation. Orientation provides an opportunity to explore various facets of the world of work. Students also become acquainted with the philosophy of the Vocational Evaluation Center, the purpose of vocational evaluation, and the student's responsibilities while in the Evaluation Center.

Actual evaluation begins on the second day of the assessment period. The evaluation program is not structured upon a pass-fail basis but rather upon the student's ability to perform the work samples within a prescribed time limit. An individualized work sample battery is organized for each student. Work samples include those from the VALPAR System, the JEVS System, the McCARRON-DIAL WORK EVALUATION SYSTEM, and others. Interest inventories and, when appropriate, personality inventories are included in the assessment battery.

Each student is assigned a career counselor who serves as the liason person for the student with the home school and parents. Throughout the evaluation period, the vocational evaluation counselor offers feedback regarding test results, problems the student may be experiencing, or in general support of the student.

(5)

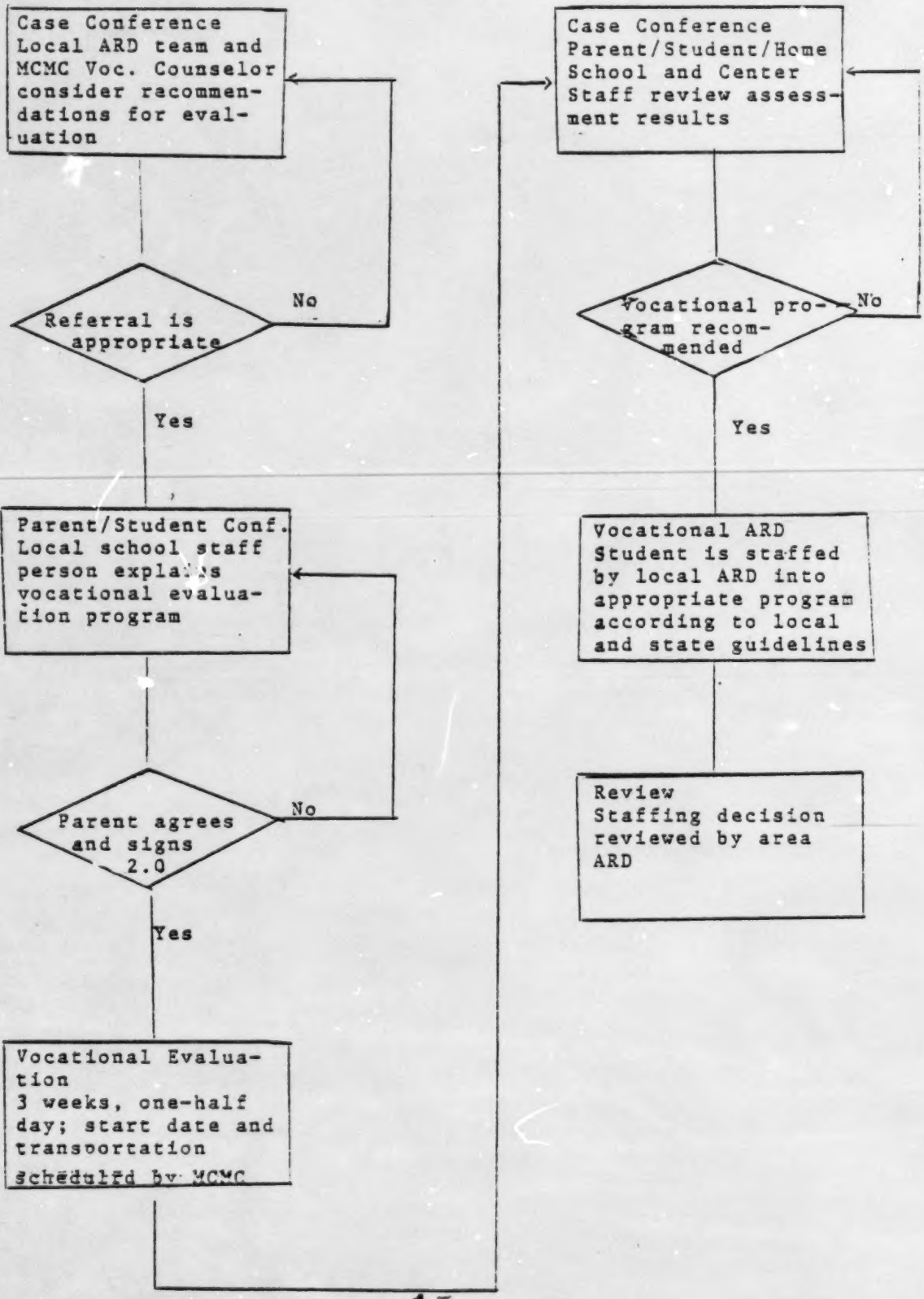
Upon completing the vocational evaluation, the student returns to the home school. The vocational evaluation counselor contacts the home school contact person and parents of the student by phone, discussing with them results of the assessment. Then, a case conference is held to which the parents, the student, and home school personnel are invited. The Evaluation Center counselor, or a representative from the Center explains the results of the vocational evaluation. Responses from other members of the group are considered vital for appropriate planning for the student.

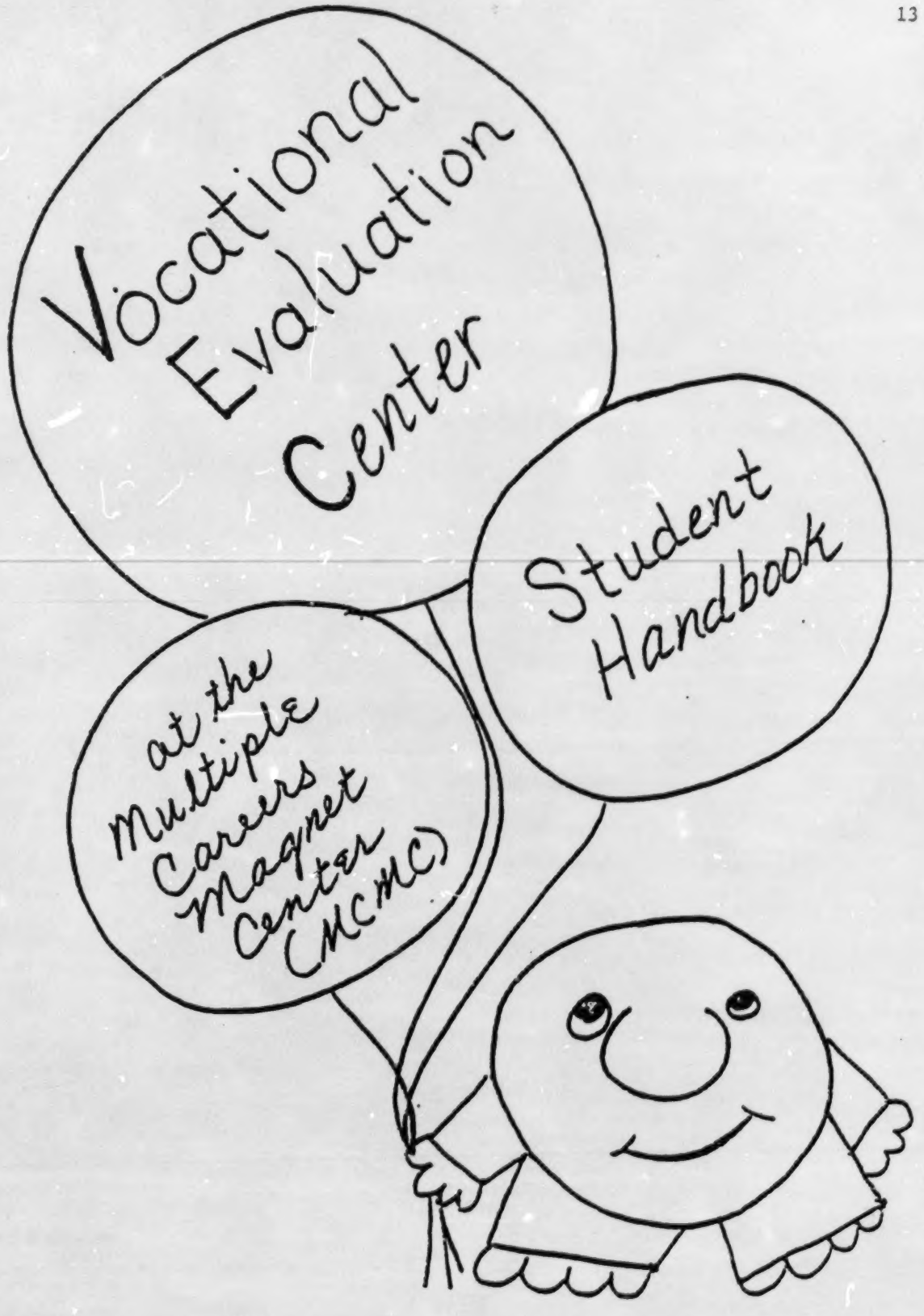
After the case conference, the Center staff who have worked with the student prepare a written report covering student interests, attitudes, and aptitudes as well as recommendations for making career decisions. The report is distributed to all professional staff involved in planning for the student.

VII Staffing

A local ARD team reviews the student's evaluation data. Should it be determined that the student can profit from vocational training, a vocational staffing is set up following the guidelines furnished in the Special Education Procedural Manual for Campus Administrators (January, 1979: 31-33). All staffing decisions are reviewed by area ARD.

FLOW CHART FOR VOCATIONAL EVALUATION


Case Conference Local ARD team and MCMC Voc. Counselor consider recommendations for evaluation
Referral is appropriate
No
Yes
Parent/Student Conf. Local school staff person explains vocational evaluation program
Parent agrees and signs 2.0
No
Yes
Vocational Evaluation 3 weeks, one-half day; start date and transportation scheduled by MCMC
Case Conference Parent/Student/Home School and Center Staff review assessment results
Vocational program recommended
No
Yes
Vocational ARD Student is staffed by local ARD into appropriate program according to local and state guidelines
Review Staffing decision reviewed by area ARD


Vocational Evaluation Center
Student Handbook
at the Multiple Careers Magnet Center (MCMC)

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V. WHAT YOU CAN DO

VI. WHAT WE CAN DO

VII. RULES

VIII. WHAT HAPPENS WHEN YOU ARE THROUGH

W E L C O M E

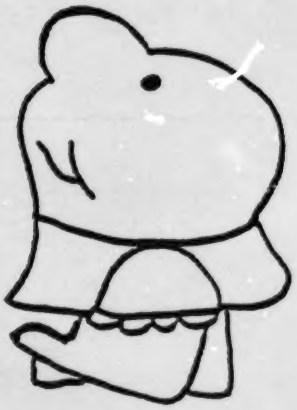
to the

Evaluation Center

We want your stay to be as happy as possible and would like this booklet to be yours

This booklet will answer some questions you have about the evaluation center.

1. Why am I here?
2. How long will I stay?
3. What is a vocational evaluation?

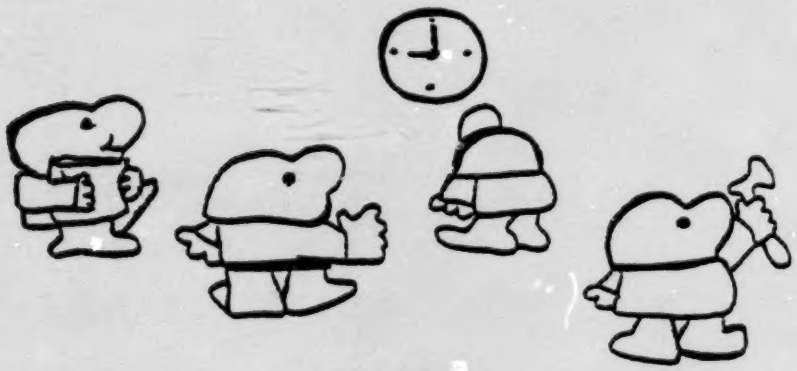


WHAT IS A VOCATIONAL EVALUATION?

At the vocational evaluation center you learn more about your interests, abilities and work habits. The staff will be very interested in the work you do and will be talking to you from time to time. Your assessment counselor and other staff members would like to see:

how neatly you work
how well you get along with others
if you get to work on time
and if you like to work.

You will be at the center for about three weeks. You should by that time have a good idea about your needs and abilities and together your counselor and you can make recommendations concerning vocational goals and training. These will be shared with your teachers at your home school and your parents.



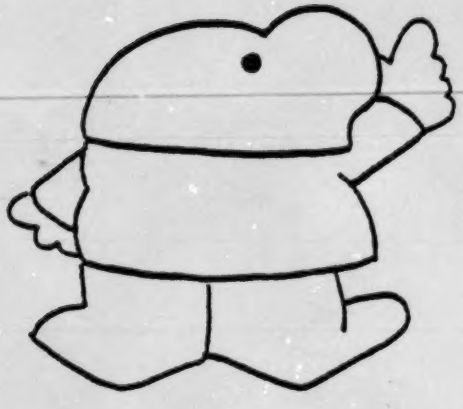
WHAT WILL YOU DO YOUR FIRST DAY AT THE CENTER?

When you first arrive at the magnet school, you will be given a short talk and tour of the building. You will have a chance to sit down and talk about your plans and feelings with a member of our staff. We will be talking with you about different jobs and training for these jobs. You will see some films and slides.

Please ask questions during this first day or whenever you need information.

FINDING YOUR ABILITIES AND INTERESTS

You cannot fail or pass these tests. They help us learn about your strengths and weaknesses. Here are some of the jobs you will be doing:



1. Using fingers and hand in small places
2. Working with things of different sizes
3. Doing work from different positions
4. Typing, filing, sorting and telephone answering
5. Matching and sorting of colors, numbers and letters
6. Measuring
7. Putting units together by a picture
8. Placing forms on panel, reaching, bending and stooping
9. Using eyes, feet and hands together
10. Putting units together on a moving surface

If you have any questions about what you are doing or why you are doing it, please ask your evaluation counselor or anyone on the staff to explain the assessment. This will help you in knowing yourself better than ever before.

WHAT YOU CAN DO

You can help us to do a better job if you do the following:

1. Be sure to catch the bus at your home school. If you miss your bus try to call us at 826-9350.
2. Ask questions when you don't know something.
3. Be safe at all times.
4. Be careful with the equipment and tools.
5. Work closely with your evaluator.
6. Work as if you were on a real job.

WHAT WE CAN CO

Our staff feels that there are certain things that we can do also:

1. Answer your questions honestly and quickly.
2. Make you a part of your own evaluation.
3. Work closely with you during your evaluation.
4. Help you with any problems that arise during your evaluation.
5. Make your stay as happy as possible.
6. Finally, we will provide a vocational evaluation to help you with your future.

R U L E S

We do not want to place a lot of rules on anyone in our program, but there are certain rules that must be followed.

REMEMBER, S A F E T Y IS EVERYONE'S BUSINESS.

1. Use all tools with great care.
2. Respect the right of others.
3. Illness or accident no matter how small should be reported to the assessment counselor.
4. In case of fire, shut off equipment you are using and follow the assessment counselor or staff member out side and wait for the bell to ring before returning.
5. Smoking is permitted during breaks on the patio in front of the school or on the back dock in case of rain.
6. Keep food and beverages in the break area and finish your snack before returning to your work station.
7. Break times: 10:30 - 10:45 a.m.
   2:30 - 2:45 p.m.
   Please be prompt in returning after the break bell.
8. Clean work area and return all tools and materials after completion of a task.

(9)

WHAT HAPPENS WHEN YOU ARE THROUGH?

You have finished your Vocational Evaluation and wonder what is going to happen next. After you have finished all of the work tasks and paper and pencil activities written in your evaluation plan, you will have a final talk with a member of our staff. At this time, you can talk about the things you did here, how you felt about them, and which ones you liked best or did not like.

Your part of the evaluation is over and now it is up to the staff to take the work you did and put it in a report. This report will be sent to your home school. This report should be finished and mailed very soon after you leave here. You will need to call your counselor in about two weeks to learn more about what is going to happen.

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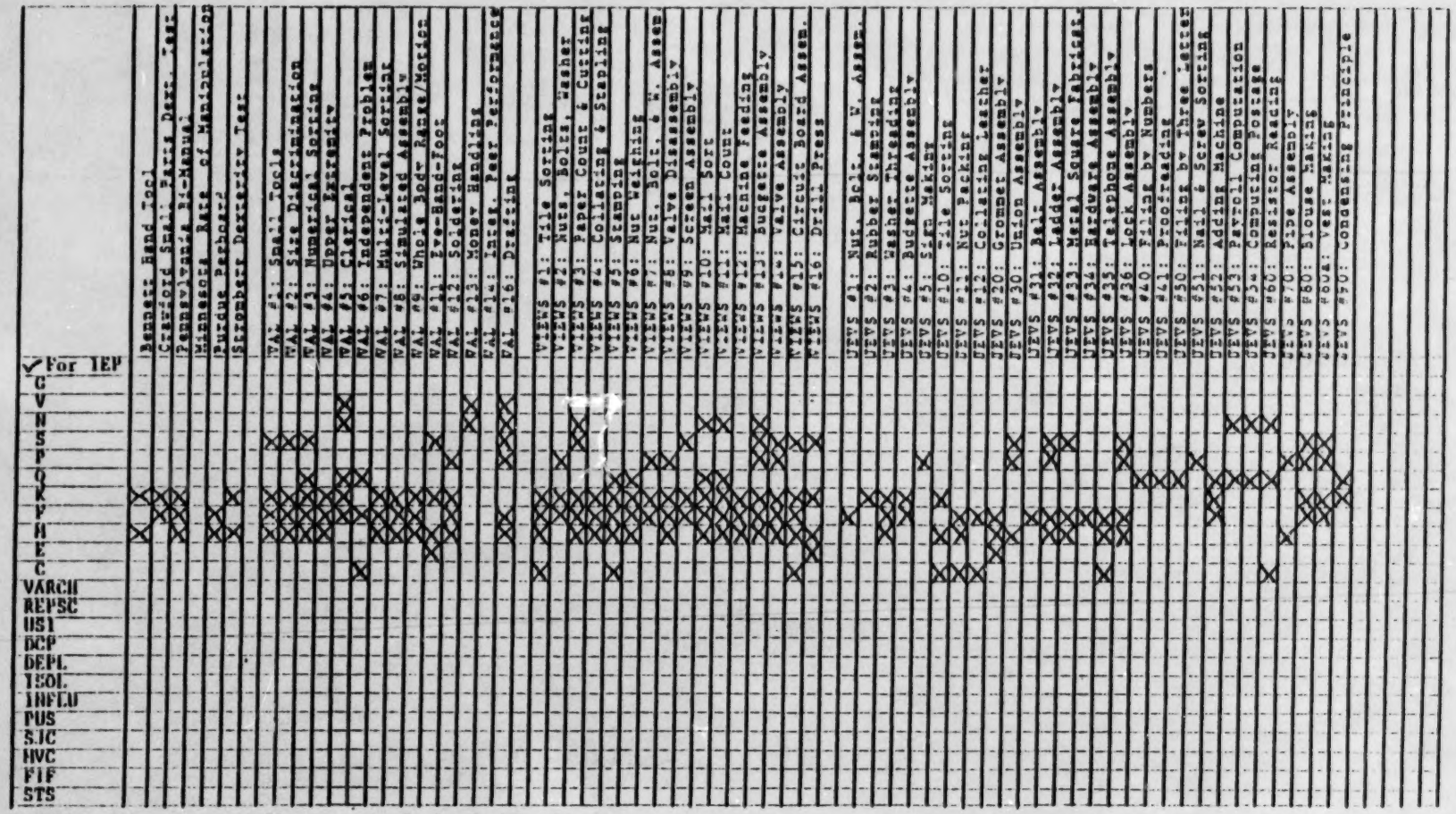
MATRIX OF APTITUDES AND STANDARDIZED WORK SAMPLES

FORMAT FOR THE INDIVIDUAL VOCATIONAL EVALUATION PLAN (IEP)



NOTE: Factors are defined on the back of this sheet.

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G--General Learning Ability. The ability to "catch on" or understand instructions and underlying principles; the ability to reason and make judgments. Closely related to doing well in school.

V--Verbal Aptitude. The ability to understand meanings of words and to use them effectively. The ability to comprehend language, to understand relationships between words and to understand meanings of whole sentences and paragraphs.

N--Numerical Aptitude. Ability to perform arithmetic operations quickly and accurately

S--Spatial Aptitude. Ability to think visually of geometric forms and to comprehend the two-dimensional representation of three dimensional objects. The ability to recognize the relationships resulting from the movement of objects in space.

P--Form Perception. Ability to perceive pertinent detail in objects or in pictorial or graphic material. Ability to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.

Q--Clerical Perception. Ability to perceive pertinent detail in verbal or tabular material. Ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation. A measure of speed of perception which is required in many industrial jobs even when the job does not have verbal or numerical content.

K--Motor Coordination. Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and swiftly.

F--Finger Dexterity. Ability to move the fingers, and manipulate small objects with the fingers, rapidly or accurately.

M--Manual Dexterity. Ability to move the hands easily and skillfully. Ability to work with the hands in placing or turning motions.

OTHER WORK RELATED BEHAVIORS
(Global work factors which can be applicable to most work samples): Works with peers, Accepts supervision, Arrives on time, Attends regularly, Follows complex instructions, Accepts criticism, Attends task, Works with adequate speed, Copes with frustration, Works independently.

G--General Learning Ability	G
V--Verbal Aptitude	V
N--Numerical Aptitude	N
S--Spatial Aptitude	S
P--Form Perception	P
Q--Clerical Perception	Q
K--Motor Coordination	K
F--Finger Dexterity	F
M--Manual Dexterity	M
E--Eye-hand-foot Coordination	E
C--Color Discrimination	C
VARCH--Adjusts to variety and change	VARCH
REPSC--Performs repetitive, sequenced operations	REPSC
USI--Follows specific instructions only	USI
DCP--Directs, controls, and plans activities of others	DCP
DEPL--Deals with people beyond giving and receiving instructions	DEPL
ISOL--Works alone	ISOL
INFLU--Influences people	INFLU
PUS--Performs under stress	PUS
SJC--Makes decisions based upon sensory and/or judgmental criteria	SJC
MVC--Makes decisions based upon measurable and/or verifiable criteria	MVC
FIF--Interprets feelings, ideas, or facts in terms of personal viewpoint	FIF
STS--Does precision work within set limits, tolerances, or standards	STS

Expanded definitions from the GATB are listed above.

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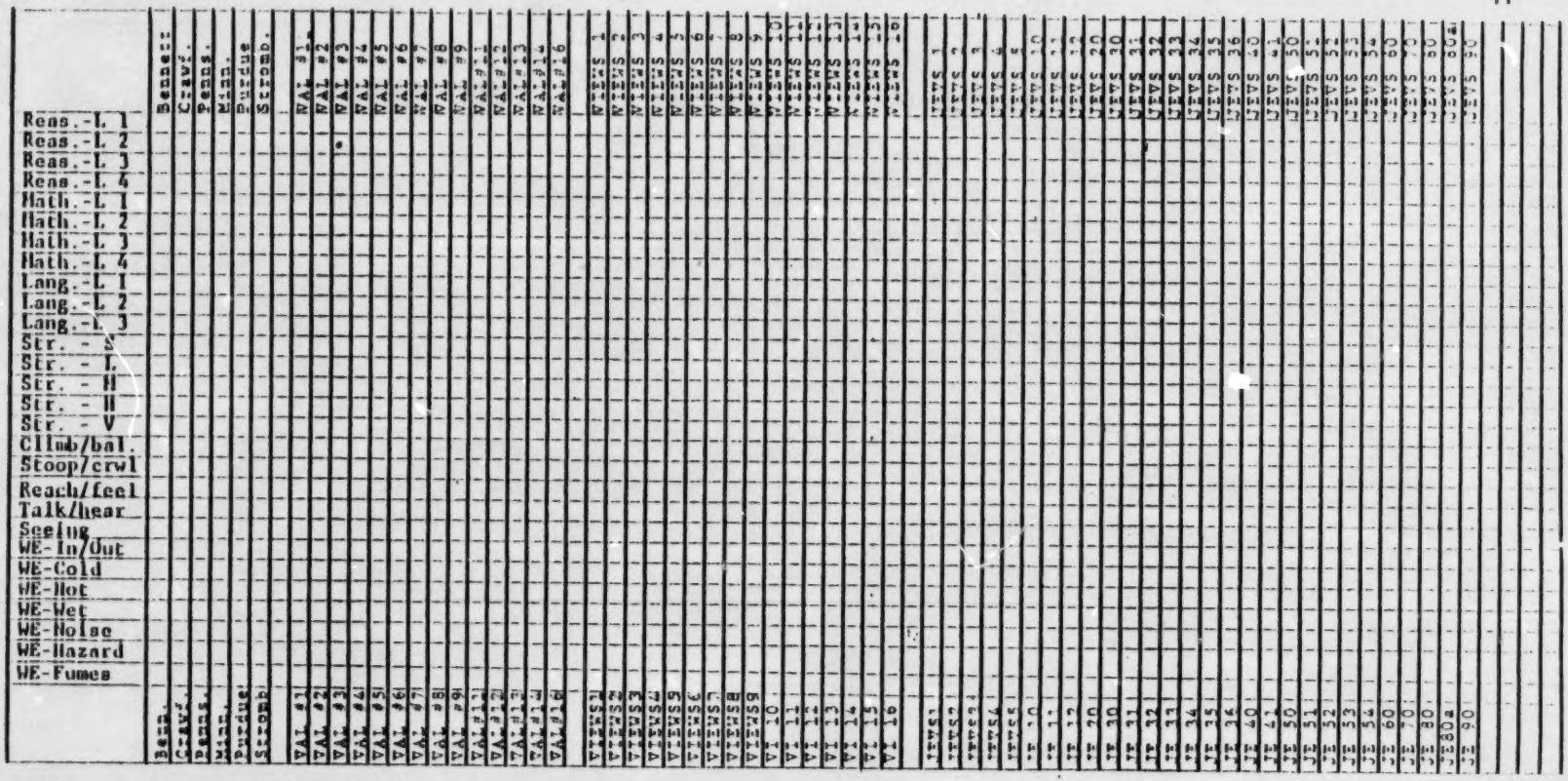
Matrix of Aptitudes and Standardized Work Samples, pg. 2



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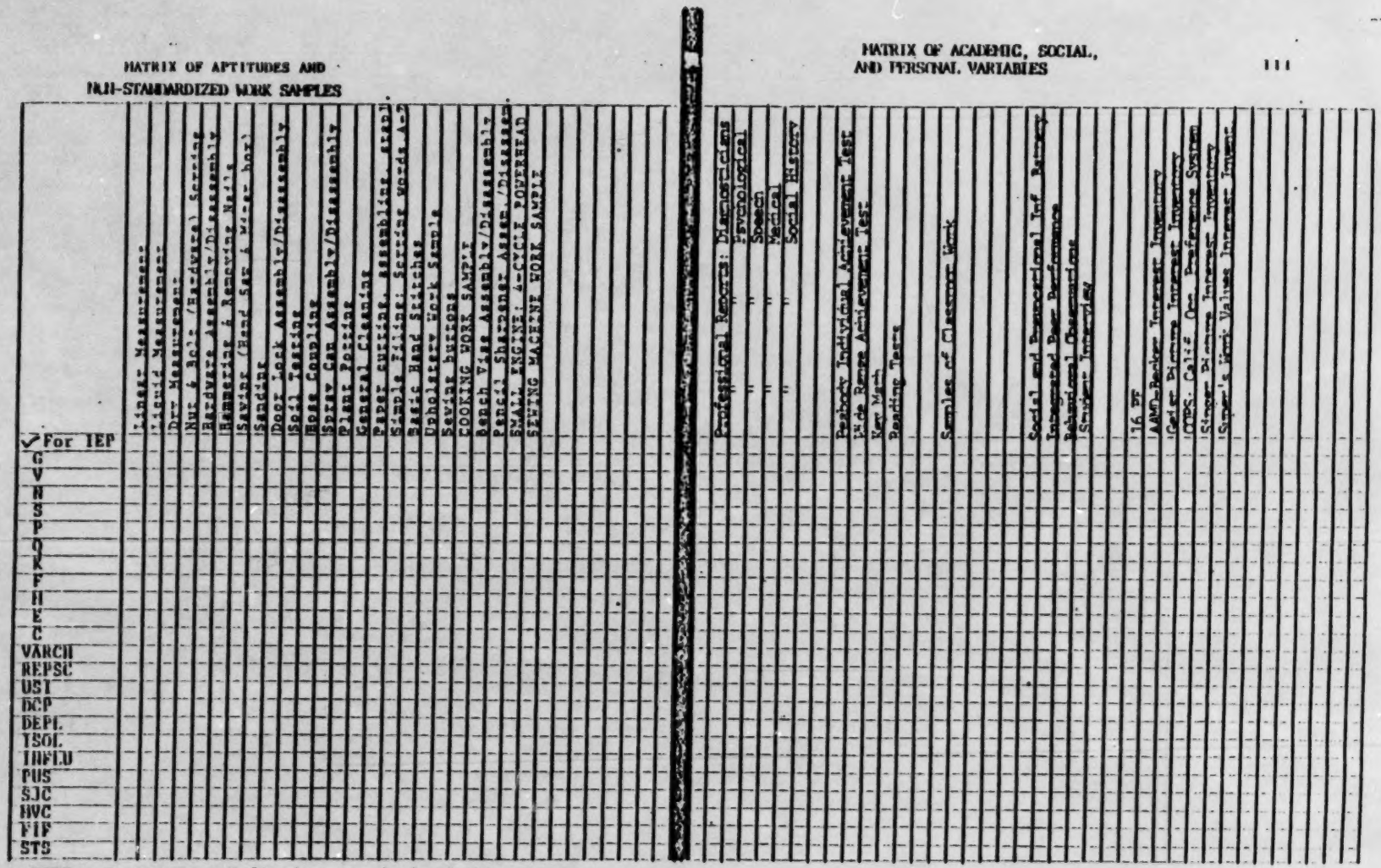

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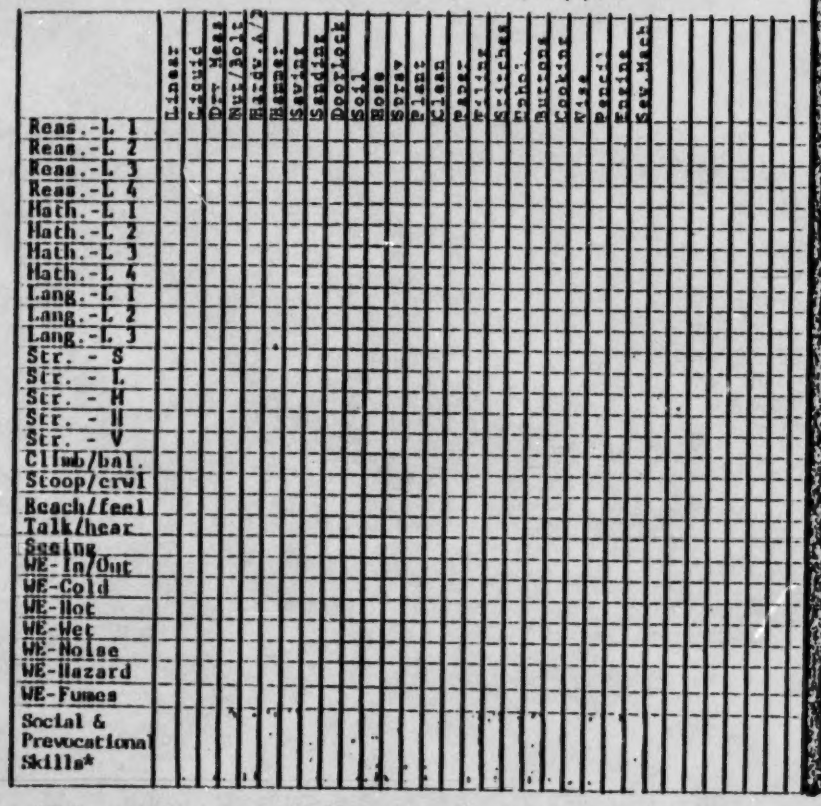
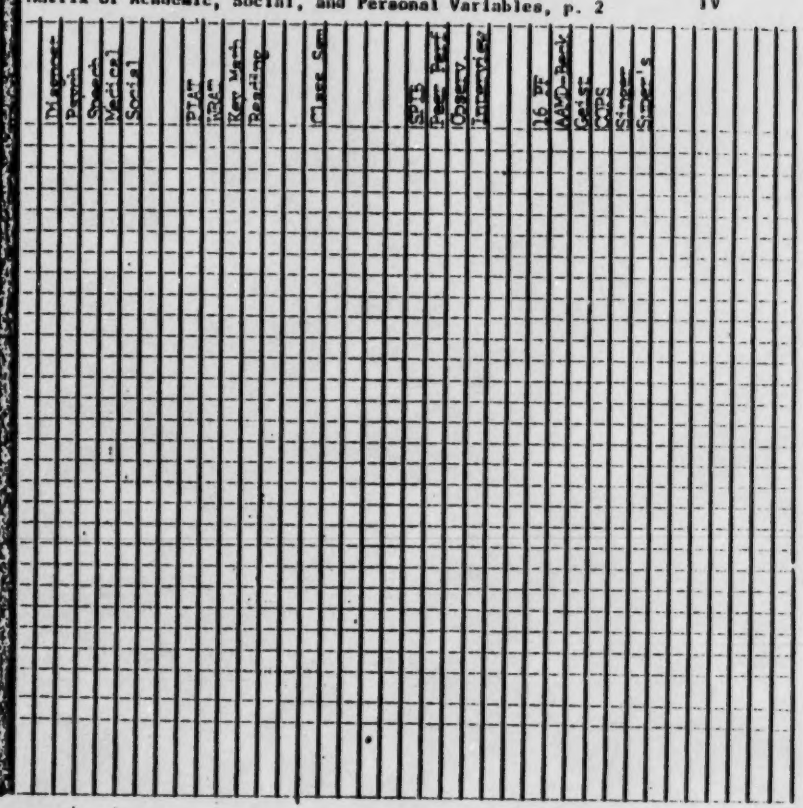
Matrix of Aptitudes and Non-Standardized Work Samples, p. 2



Matrix of Academic, Social, and Personal Variables, p. 2

IV



NOTE: Factors are defined on the back of this sheet.

*Social & Prevocational Skills-a global concept coinciding with various factors of the Aptitude Matrix.

WHITE — Appraisal Team/Central File
CANARY — Local School
PINK — Home School
GOLDENROD — Parent
GREEN — Assessment Counselor

dallas independent school district

VOCATIONAL EVALUATION REPORT

NAME _____ Student ID # _____

D.O.B. _____ Sex _____ Adaptive Ed. # _____

Date _____ Social Security # _____ C.A. _____

Eligibility Code # _____ Contact Person _____

Grade Placement _____ Home School _____

VEC _____
(Vocational Evaluation Counselor)

I. REASON FOR REFERRAL:

II. BACKGROUND INFORMATION:

III. RESULTS OF ASSESSMENT:

A. INTERESTS

B. AWARENESS

Career alternatives:

Self-awareness and work values:

Work oriented attitudes:

Job requirements:

Name _____ Ad. Ed. # _____ Date _____ Page 2

C. GENERAL EDUCATIONAL DEVELOPMENT

Rating Code:
- X Not Observed
- 1 Requires intensive supportive services
- 2 Requires prevocational training
- 3 Expected to perform satisfactorily in a job skills training program
- 4 Expected to perform satisfactorily on job try-out
- 5 Expected to perform satisfactorily on job

Development Areas	Rating	Comments
LEVEL OF REASONING DEVELOPMENT		
1. Follows 1 and 2 step directions	X 1 2 3 4 5	
2. Follows detailed but uninvolved written or oral instructions	X 1 2 3 4 5	
3. Follows instructions furnished in written, oral, diagramatic formats	X 1 2 3 4 5	
4. Applies principles of rational systems in solving practical problems and in dealing with concrete variables	X 1 2 3 4 5	
LEVEL OF MATHEMATICAL DEVELOPMENT		
1. Performs simple addition and subtraction; reads and/or copies numbers, or counts and records numbers	X 1 2 3 4 5	
2. Uses arithmetic to add, subtract, multiply, and divide whole numbers	X 1 2 3 4 5	
3. Makes arithmetic calculations involving fractions, decimals, percentages, and measurement	X 1 2 3 4 5	
4. Applies ordinary arithmetic, algebraic and geometric procedures	X 1 2 3 4 5	
LEVEL OF LANGUAGE DEVELOPMENT		
1. Comprehends and expresses on a level of: oral or demonstrated instructions; writes identifying information; makes oral and/or written requests	X 1 2 3 4 5	
2. Comprehends and expresses on a level of: files, posts, and mails; copies data from records (includes typing); interviews people and records data; describes pertinent features	X 1 2 3 4 5	
3. Comprehends and expresses on a level of: transcribes dictation, makes appointments, handles personal mail, writes routine correspondence; interviews job applicants; interprets technical manuals and drawings	X 1 2 3 4 5	
SOCIAL AND PREVOCATIONAL SKILLS		
1. Purchasing habits	X 1 2 3 4 5	
2. Budgeting	X 1 2 3 4 5	
3. Banking	X 1 2 3 4 5	
4. Job related behavior	X 1 2 3 4 5	
5. Job search skills	X 1 2 3 4 5	
6. Home management	X 1 2 3 4 5	
7. Health care	X 1 2 3 4 5	
8. Hygiene and grooming	X 1 2 3 4 5	
9. Functional signs	X 1 2 3 4 5	

Name _____ Ad. Ed. # _____ Date _____ Page 3

D. TEMPERAMENT TRAITS AND WORK RELATED BEHAVIORS

Rating Code:
- X Not Observed
- 1 Requires intensive supportive services
- 2 Requires prevocational training
- 3 Expected to perform satisfactorily in a job skills training program
- 4 Expected to perform satisfactorily on job try-out
- 5 Expected to perform satisfactorily on job

Trait Tested and/or Observed	Rating	Comments
(D.O.T. TEMPERAMENT TRAITS)		
1. Adjusts to variety & change	X 1 2 3 4 5	
2. Performs repetitive sequenced operations	X 1 2 3 4 5	
3. Follows specific instructions only	X 1 2 3 4 5	
4. Directs, controls, and plans activities of others	X 1 2 3 4 5	
5. Deals with people beyond giving and receiving instructions	X 1 2 3 4 5	
6. Works alone	X 1 2 3 4 5	
7. Influences people	X 1 2 3 4 5	
8. Performs under stress	X 1 2 3 4 5	
9. Makes decisions based upon sensory and/or judgmental criteria	X 1 2 3 4 5	
10. Makes decisions based upon measurable and/or verifiable criteria	X 1 2 3 4 5	
11. Interprets feelings, ideas, or facts in terms of personal viewpoint	X 1 2 3 4 5	
12. Does precision work within set limits, tolerances, or standards	X 1 2 3 4 5	
(OTHER WORK RELATED BEHAVIORS)		
13. Works with peers	X 1 2 3 4 5	
14. Accepts supervision	X 1 2 3 4 5	
15. Arrives on time	X 1 2 3 4 5	
16. Attends regularly	X 1 2 3 4 5	
17. Follows complex instructions	X 1 2 3 4 5	
18. Accepts criticism	X 1 2 3 4 5	
19. Attends task	X 1 2 3 4 5	
20. Works with adequate speed	X 1 2 3 4 5	
21. Copes with frustration	X 1 2 3 4 5	
22. Persists to task completion	X 1 2 3 4 5	
23. Conceptualizes task	X 1 2 3 4 5	
24. Works without being distracted	X 1 2 3 4 5	
25. Works independently (initiative)	X 1 2 3 4 5	
26. Demonstrates appropriate hygiene, grooming, and appearance	X 1 2 3 4 5	

This observational rating scale is
- ☐ a summary of work behaviors observed on work samples and tests administered during the vocational evaluation.
- ☐ a Work Sample Evaluation Report on the

_____ Work Sample(s).

Name _____ Ad. Ed. # _____ Date _____ Page 4

E. APTITUDES/PHYSICAL CAPABILITIES
WORKER FUNCTIONS

Rating Code:
- X Not Observed
- 1 Requires intensive supportive services
- 2 Requires prevocational training
- 3 Expected to perform satisfactorily in a job skills training program
- 4 Expected to perform satisfactorily on the job try-out
- 5 Expected to perform satisfactorily on job

Factor tested and/or Observed	Rating	Comments
APTITUDES		
1. G — General Learning Ability	X 1 2 3 4 5	
2. V — Verbal Aptitude	X 1 2 3 4 5	
3. N — Numerical Aptitude	X 1 2 3 4 5	
4. S — Spatial Aptitude	X 1 2 3 4 5	
5. P — Form Perception	X 1 2 3 4 5	
6. Q — Clerical Perception	X 1 2 3 4 5	
7. K — Motor Coordination	X 1 2 3 4 5	
8. F — Finger Dexterity	X 1 2 3 4 5	
9. M — Manual Dexterity	X 1 2 3 4 5	
10. E — Eye-Hand-Foot-Coordination	X 1 2 3 4 5	
11. C — Color Discrimination	X 1 2 3 4 5	

PHYSICAL CAPABILITIES	Rating	Rating Code (Physical Capabilities):
1. Strength: lifting, carrying, pushing		1 To be avoided 3 No limitations 2 Limited
Sedentary Work (S)		
Light Work (L)		
Medium Work (M)		
Heavy Work (H)		
Very Heavy Work (V)		
2. Climbing and/or balancing		
3. Stooping, kneeling, crouching, crawling		
4. Reaching, handling, fingering, and/or feeling (upper extremities)		
5. Talking and/or hearing		
6. Seeing		
7. Work Environment Inside, outside, both		
Extremes of cold plus temperature changes		
Extremes of heat plus temperature changes		
Wet and humid		
Noise and vibration		
Hazards		
Fumes, odors, toxic conditions, dust and poor ventilation		

WORKER FUNCTIONS

DATA
0 Synthesizing
1 Coordinating
2 Analyzing
3 Compiling
4 Computing
5 Copying
6 Comparing
7-8 No signif. relation.

PEOPLE
0 Mentoring
1 Negotiating
2 Instructing
3 Supervising
4 Diverting
5 Persuading
6 Speaking-Signaling
7 Serving
8 No signif. relation.

THINGS
0 Setting-Up
1 Precision Working
2 Operating-Controlling
3 Driving-Operating
4 Manipulating
5 Tending
6 Feeding-Offbearing
7 Handling
8 No signif. relation.

NAME _____ Ad. Ed. # _____ Date _____ Page 5

VOCATIONAL EVALUATION REPORT

IV. SUMMARY AND RECOMMENDATIONS:

Procedures for referring students to the Assessment Center

1. A student can be referred for vocational assessment by a teacher, counselor, administrator, parent or the student himself. This request is made to the Appraisal, Review and Dismissal Team in his home school (LARD).
2. The LARD is responsible for
   (a) determining that referred students are eligible for special education services as learning disabled, emotionally disturbed, mentally retarded, physically handicapped or other health impaired, visually impaired or hearing handicapped;
   (b) discussing the nature of the evaluation with the parent and student;
   (c) obtaining written permission for assessment from the parent or guardian or the students themselves if they are 18.
3. One member of this home school team is appointed by the principal to serve as the contact person between the Assessment Center and home school. These contact persons work closely with the Assessment Center staff in areas such as scheduling, late buses, absences, communication with home school teachers, representation of the home school at case conferences.
4. After assessment, a vocational assessment report is sent to the home school. This report is used in conjunction with other assessment findings completed by the home school team. If it is determined that a student can benefit from vocational training in either a mainstreamed or self-contained vocational educational program, the appropriate local vocational ARD team staffs the student into that program.

In order to make communication between the home school and Assessment Center as efficient as possible, each of the 3 Center evaluation counselors is assigned to work with one third of the home high schools. These counselors serve as case managers for all students referred from their assigned schools.

Program Evaluation and Review of the Vocational Assessment Center

In order to objectively examine the function of the Vocational Assessment Center it became apparent that a process of program evaluation and review is needed. To accomplish this the following sub-goals, or program modifications are identified as needs:

1. Development and implementation of a longitudinal evaluation system in coordination with the Research and Evaluation Department of DISD
2. Development of follow-up procedures
3. Development of local standardization norms for assessment tools being used
4. Refinement of the evaluation inventory for the Work Adjustment Program.

Through planning conferences of the Vocational Evaluation Center staff and staff of the District's Research and Evaluation Department, the basis was established for the development and implementation of a longitudinal evaluation system. Toward this effort the following tasks were accomplished:

A. Identification of student information, program entry dates, and other data which would be needed on a data base for program analysis
   (1) Identification of important student data needed
   (2) Identification of dates of provision of services

B. Plans to implement the use of the data base for the 1979-80 school year.

After an analysis of the 1978-79 Vocational Evaluation Center program, the Vocational Assessment Center staff and the DISD Research and Evaluation Department formalized the development of follow-up procedures. This was accomplished by the establishment of follow-up dates and respective status codes which can be entered on the student data base.

In addition to the above, coordination between the Vocational Evaluation Center staff and the DISD Research and Evaluation Department fostered the development of procedures for collecting data to establish local standardization norms for

assessment tools being used. To accomplish this task a data base format has been developed for recording and storing raw score, performance score, and percentile data for the standardized work samples.

In searching for a method of observing a student's work behavior while in a controlled group work situation, the Vocational Evaluation Center staff reviewed the 1978-79 Work Adjustment Program and made recommendations for refining the evaluation tools (inventory) and making the Work Adjustment Class an integral part of each student's vocational evaluation. To meet this goal and to initiate new program goals for the Work Adjustment class the following tasks were completed:

1) Requisitions submitted to purchase assessment tools which evaluate social interaction in a simulated work environment (e.g. VALPAR: Integrated Peer Performance)
2) Defining the Social and Prevocational Information Battery (SPIB) as a significant assessment tool for use in the Work Adjustment Class.

By the end of the 1979-80 school year these procedures should yield answers to questions such as: (1) to what extent are recommendations from the vocational evaluation being implemented including recommendations for vocational training as well as instructional arrangement (mainstreamed, self contained, work-study): and (2) are existing adult norms from commercially available standardized work samples appropriate for the school age population?

Staff Development

In service training was provided for vocational education teachers so that they could have a better understanding and competencies necessary to provide instruction for students. This training is summarized in the chart on pages 36 and 37. Training was provided the three career evaluation counselors in the JEVS, VIEWS,

and McCarron-Dial systems of vocational assessment.[1] Each of these systems is designed for a different level of handicapping condition enabling the counselor to evaluate as wide a range as possible of special education students.

(1) JEVS and VIEWS
Vocational Research Institute, Jewish Employment and Vocational Service
1624 Locust, Philadelphia, PA. 19103

McCarron-Dial Systems, P. O. Box 45628, Dallas, Texas 75245
(214) 247-5945

MULTIPLE CAREERS MAGNET CENTER

D.I.S.D.

STAFF DEVELOPMENT 1978-79

GOAL	CONSULTANT	TARGET DATE
To familiarize the VEH teachers with basic issues in working with students with behavioral and emotional difficulties	* Dr. Allen Sullivan, Deputy Associate Superintendent, D.I.S.D. training and experience in working with emotionally disturbed students	October 18, 1978
	Dr. Edward Wylie - Texas Women's University, Denton, Texas Research and teaching in education of the emotionally disturbed	January 25, 1979 March 8, 1979 April 12, 1979
To familiarize the VEH teachers with basic issues in working with students with orthopedic handicaps	* Carmen Anderson, Occupational Therapist D.I.S.D., Carolyn Roydston, Physical Therapist, D.I.S.D.	October, 1978
	* Chrissy Rydman, Counselor, D.I.S.D.	November 10, 1978
To increase an understanding of vocational assessment of the handicapped and how assessment reports can help with educational planning for individual students	Victoria Mason Vocational Counselor	October 9, 1978 October 10, 1978 December 14, 1978
To increase an understanding of techniques to be used in developing vocational curriculum for the handicapped	* Dr. Richard Hughes, Psychologist, DISD	November 8, 1978 December 12, 1978
	Dr. George Fair, University of Texas-Dallas Research and teaching in vocational education of the handicapped	November 30, 1978 January 9, 1979 March 22, 1979 March 29, 1979
To develop proficiency in cardiopulmonary resuscitation	* Elaine Sheets, School Nurse, DISD	November 20, 1978

To increase an understanding of competency based curriculum development for vocational education of the handicapped	Dr. Don Brolin University of Minnesota	March 8 & 9, 1979
To increase understanding of visually impaired students	* Dr. Edward Hammer, University Affiliated Southwestern Medical School/and University of Texas at Dallas	February 14, 1979 March 7, 1979 March 21, 1979
To increase alternative communication systems with non-verbel or unintelligible students	* Katy Copeland Speech Clinician, DISD	April 5, 1979
To develop individualized curriculum materials using a variety of teaching strategies applicable on all handicapping conditions	Dr. George Fair *Dr. Martis Okpalobi	June 4, 1979 to June 30, 1979

*District funded or
District personnel

Interdepartmental Cooperation

Excellent cooperation has been developed between the Occupational Education Department and the Special Education Department as follows:

1. Career evaluation counselors are double certified in vocational and special education.
2. Occupational education facilitators and District Vocational career counselor-in-charge are available on call for consultation or help.
3. Procedures for Assessment Center referrals as well as staffing into vocational programs are included in the District's Special Education Procedural Manual for Campus Administrators. (See Appendix D)

Summary

An efficient and effective vocational evaluation program has been developed under this pilot program. The vocational evaluation has both expanded and been integrated into existing special education evaluation procedures. The vocational evaluation staff has developed a philosophy and procedure for vocational evaluation for handicapped students at the secondary level. Each student has an individualized evaluation program designed to meet his or her needs. Adaptive equipment is available to assess students with extensive physically handicapping conditions. The District, with the Occupation and Special Education Departments working in close cooperation, has developed procedures to staff students into integrated or self-contained vocational programs to meet each students expressed and tested interests. Procedures for program evaluation have been developed in coordination with the District's Research and Evaluation Department to include longitudinal study of training and job placement of students who have been assessed.

Appendix A

Chris S. Graham
Center for Rehabilitation Studies
North Texas State University
P.O. Box 13438, NT Station
Denton, TX 76203

May 21, 1979

Dr. Dorothy Bennett
Multiple Careers Magnet
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204

Dear Dorothy,

Attached with this correspondence is the narrative report on my recent site visit. I hope it assists in future planning for the facility.

If I may be of any further assistance, please contact me at once.

Sincerely,

Chris S. Graham

Chris S. Graham

CSG/ljm

TECHNICAL ASSISTANT REPORT

Date: May 7, 1979

Facility: Dallas Independent School District
Multiple Careers Magnet Center

Contact Person: Dr. Dorothy Bennett

Goals:

A. Review progress as related to last two site visits.
B. Approach concerns expressed by facility administrator.
C. Make recommendations for future growth.

Narrative:

REVIEW OF PRIOR RECOMMENDATIONS

First of all it is always good to start off a report like this with a very positive statment like this: "The facility staff and administration have every right to be extremely proud of the physical plant presently being utilized for the Multiple Careers Magnet." In this case it is also very true. The new location is attractive, barrier-free and has room for expansion. It is so different from the original location that any comparison is hardly fair but it is quite obvious that now the barriers that existed before are no longer there and are not a stumbling block to the provision of adequate services to the handicapped. The administration and staff are to be commended for their successful efforts in obtaining the new location.

In reviewing the previous two reports, some of the recommendations have been accomplished and some have not. This consultant feels that at this time the facility should look again at the following:

1. Valpar 14--Integrated Peer Performance: Purchase for use in the resource room in order to better identify critical work behaviors and interpersonal skills.

2. In addition to the V.I.S.A. and/or Singer Picture Interest Inventory, the facility may wish to look at the W.R.I.O.T. (Wide Range Interest and Opinion Test) by Guidance Associates of Delaware.

3. Investigate the McCarron (of McCarron-Dial fame) Street Survival Skills device or as an alternative the Social and Prevocational Information Battery from CTB/McGraw-Hill. This will provide the work adjustment area with baseline data from which to develop an adjustment plan.

4. Consider the report format offered by Dr. Walter A. Pruitt in his recent publication on Vocational-Work Evaluation. Specifically, the area on the specific work sample and test results.

5. Consider purchasing Singer stations for the resource area which relate directly to the training sites available for the client. In construction trades, Singer has work samples in bricklaying, carpentry, household wiring, plumbing, air conditioning and refrigeration, and sheet metal work (Measuring is critical).
   a. Project Discovery: Southwest Iowa Learning Resources Center, 401 Reed Street, Red Oak, Iowa, 51566 is an alternative system.
   b. Singer Career Entry packages may also be appropriate for the facility.
   c. C.O.A.T.S.: Comprehensive Occupational Assessment and Training System, 1575 Parkway Ave., Trenton, New Jersey, 08628, may also offer an alternative in this area.

6. Re-evaluate the possibility of building your own work samples using the process given in the last report. Considerations of course would be staff time, cost comparisons and how soon you need them.

7. The facility definitely needs to work on a comprehensive procedures manual on the Vocational Assessment program.

CONCERNS EXPRESSED DURING SITE VISIT

The following areas were expressed as concerns of the administration in regard to the overall functioning of the program:

1. Client/Staff Ratio: The primary problem is to not overload the staff and produce an inferior product. Usually when the staff is overloaded this is manifested in late reports or missing certain deadlines. Considering the system that is being used, a three-to-one ratio is acceptable. The following suggestions may help:
   a. Leave Friday open for report writing and other activities.
   b. Consider ending the daily evaluation period at 2:45 or 3:00.
   c. Administer some of your tests in groups. Interest, Aptitude, Achievement and Dexterity tests lend themselves well to this approach.
   d. Staff in-service training on proper time management techniques and awareness.
   e. A set policy on report timeliness.
   f. An individual vocational evaluation plan to be developed on each client specifically showing the goals and objectives of the evaluations, what tools will be used to determine these, who is to do each one, and a check-off system to see that each is accomplished (in-service on individual evaluation plan writing might be a good idea).

2. Staff Organization: This consultant recommends that one staff member be designated as the program manager for the clients who are accepted into the assessment program. This person's role is not necessarily one of organizational authority (although this could be the case), but more a monitor to see that each client receives the fullest benefit from the available services. This person reviews the referrals as a part of the admissions team, monitors

the individual evaluation plan for its completeness and fulfillment, attends final staffing with the referral source and surveys the final reports. Whatever title is given this position or role; Team Manager, Program Monitor, whatever, the specific duties should be clear and concise. It is my opinion that this will add stability, efficiency and effectiveness to your program. The person in this role should have or be prepared to participate in training in: (a) Individual goal setting; (b) Report writing; (c) Interpretation of all instruments being used; (d) Knowledge of physical disabilities, (e) Interpersonal skills in areas of constructive feedback; and (f) Organizational skills.

3. Job Readiness vs. Training Readiness: The facility has the ability to approach each of these areas effectively. Basically, both should be assessed in evaluation but the major difference is that job readiness may be approached during training. Training readiness will allow some improper work behaviors to exist but if these are not taken into consideration and modified, then job placement is unlikely. Measure readiness for training (it is implied here that training is structured and supervised and specifically related to the disability group) with aptitude tests, interest tests, expressed goals and work sample results. Assess job readiness using the model provided by Gordon Krantz in his article titled: Critical Vocational Behaviors, Journal of Rehabilitation, 1971, 36(1), 14-16. This list of behaviors provides the basis for developing a job getting and a job holding assessment based on already available data as well as a guide for looking at other critical situations which can affect these two.

4. Individual Evaluation Planning: The facility should develop an individual evaluation plan for each client admitted to the program. This plan should clearly show the referral questions and any other areas of concern by the evaluator (the goals of the evaluation), the methods or factors to be used in answering these questions and concerns, specifically who will carry out each function and allow for a mechanism of review and modification. From the standpoint of individualized services as well as efficiency, an individual plan is a must.

5. Accountability: The facility will eventually be called to task concerning its effectiveness and usefulness. I advise you to prepare for this now by initiating a program evaluation system designed to show the program's effectiveness, efficiency and clearly describe who it serves. There are various models available for your use; however I feel that there is a certain way you should approach this task.
   a. Discuss it thoroughly with the staff--awareness is a big factor in developing a program evaluation system.
   b. Schedule an in-service training program on the use and benefits of a system.
   c. Employ a consultant to work with you in developing the system.
   d. Gather baseline information on your program (statistics, client descriptors, etc.).
   e. Designate a committee to work on the project.

The program evaluation system will give the facility administration information to use in preparing funding requests, reporting, and designing public relations materials. It will give the staff valuable feedback on the clientele served and the outcome of their efforts. A likely consultant for your program evaluation development would be Mr. Gene Sampson, Center for Rehabilitation Studies, P.O. Box 13438, NT Station, Denton, Texas, 76203.

RECOMMENDATIONS FOR THE FUTURE

1. The physical plant is excellent but every effort should be made to ensure confidentiality during the initial and subsequent interviews. The major concern would be completing the partitions to the ceilings in the counselor/evaluator's office.

2. Expand your summary information form to include more room for Section 7 as well as consider offering some potential referral questions to be checked off by the referring source. Use this information in your individual evaluation plan.

3. Develop a brochure and a media presentation on the program and its services. Structure presentations by the facility staff and/or administration to the various publics who could utilize the services--most specifically who is most likely to refer a client to you!

4. Structure an orientation of other professionals (school counselors, vocational rehabilitation people, welfare workers, C.E.T.A. program staff, education administrators, superintendents, etc.) to the program by tours and presentations. Expand this to include parents of participants and other organizations such as the Association for Retarded Citizens.

5. Initiate In-Service training for the staff in:
   a. Time management
   b. Program evaluation
   c. Individual evaluation plan development and implementation
   d. Specific disabilities and characteristics of handicaps
   e. Behavior observation techniques

6. Expand orientation to include an explanation of why they (the clients) are here, what their responsibilities are, what the facility's responsibilities are, rules, regulations, emergency procedures, fire drill procedures, etc. Develop a personalized handbook for the client and/or parents showing much of this information. The Materials Development Center, University of Wisconsin-Stout, Menomonie, Wisconsin has for purchase a cassette/slide orientation to vocational evaluation which the facility may wish to consider.

7. Increase the staff's knowledge of the labor market by initiating industrial visits on a regular basis and by obtaining occupational information for their use.

8. The facility administration should consider assessment aids for the career assessment areas and the resource rooms. In-service and staff development training for these positions will be just as critical as for other staff.

9. Upgrade final report in the areas of functional life skills, reported behavior observations and final recommendations.
   a. Functional life skills: use Street Survival Skills or Social and Prevocational Battery for baseline.
   b. Behavior observations: report durations, frequencies and behaviors relating to job keeping.
   c. Recommendations: use D.O.T. codes and offer the referral source alternatives in your recommendations. Your summary and recommendation section should specifically answer the referral questions from the summary information sheet.

   Consider a checklist or addendum listing the test and work samples given and the results along with the norm group compared to. Be very specific in your job recommendations and don't limit the area to only one job. Attach a report effectiveness evaluation form to your report that is sent to the referral source. This form should request feedback on timeliness, how the report answered the referral questions, how the referral source liked the report and other information you may want. Upgrade the Dexterity Skills area of the report with specific scores or percentiles and the norm groups.

10. The administration is encouraged to initiate the gathering of normative data on the type of client served in the facility so as to supplement the norms provided by the commerical system manufacturer. This is essential if you develop your own work samples.

11. Finally, I suggest that you re-evaluate the role presently being played by the "Work Adjustment" area and determine what its role is in the continuum of services in the facility. The facility administration should consider seeking the services of a consultant to organize this area in the model of a Personal and Social Adjustment program. The administration should consider Dr. Genie Bodenhamer, Center for Rehabilitation Studies, North Texas State University, P.O. Box 13438, NT Station, Denton, Texas, 76203 as a recognized professional in this area and who would be excellent for assisting with the continuing development of this area.

Once more, thank you for calling on me to provide feedback on your excellent program. If you or your staff needs any assistance or information on other resources please do not hesitate to contact me.

Chris S. Graham

Chris S. Graham

Appendix B

UNIVERSITY OF MISSOURI-COLUMBIA

College of Education

Department of Counseling and Personnel Services

16 Hill Hall
Columbia, Missouri 65211
Telephone (314) 882-6523

March 12, 1979

Dr. Dorothy K. Bennett, Administrator
Multiple Careers Magnet Center
William B. Carol
4528 Rusk
Dallas, Texas 75204

Dear Dorothy:

I was very pleased to see the progress that has occurred since my last visit to the MCMC on October 11, 1978. The building and its equipment are really shaping up nicely and things seem to be close to the point of your having a totally operational facility. I am sure you and the staff are very pleased to see the fruits of your hard labor now coming to bear.

I have reviewed the information you gave me relative to the processing of referrals, assessment procedures, and the like. I realize it will take some time yet to work out these various procedures to satisfaction. Thus, my only suggestions at this point in time are the following:

1. Incorporation of a flow chart into your Operation Manual depicting the total process of referral, assessment, training, and exit back to the home school or other services. Somewhere in this chart it would be advisable to indicate forms and responsible persons if possible.

2. Consider developing a brochure that can depict as simply as possible the above process and other significant information about MCMC that can be read by parents, sending schools, and other important sources of referral (including students).

3. The Vocational Evaluation Report that is sent back to the student's home school looks quite good and comprehensive. I might suggest you consider making the first page a summary sheet of the major findings from your evaluating and specific recommendations. The remaining part of the report can then go into the detail as needed by the reader in taking action. My experience has been that many agencies/schools that receive such a report are looking for a one page summary of this nature and that very few persons within those schools will refer to the specifics.

4. Consider designing an overall matrix that identifies all work samples and tests that you have that relate to the various traits that you have determined are important to assess for each student. This in-house form would be useful to the staff in assuring that each student has been assessed sufficiently on the various work samples that are available for each trait.

You probably are considering each of the above suggestions and may have conveyed this to me in our meetings. If you haven't, however, these suggestions may be worth considering for your future efforts.

I hope that you and the staff will have the opportunity to attend the CEC Convention since it will be in Dallas. The Division on Career Development will be offering several sessions that relate to the kind of work you are doing, particularly on Division day which is Tuesday. Hope to see you all there and best wishes to you in your work.

Sincerely,

Donn Brolin

DB/be

cc: Dr. Ruth Turner

Appendix C

2-26-79

MULTIPLE CAREERS MAGNET SCHOOL TASK FORCE

Bill Wetsel (Chairman)
Corporate Personnel Director
Texas Instrument
Box 22-5474
Dallas, TX 75265
238-3160

Dave Harmon
Compensation Manager
Human Resources
E Systems
Box 226030
Dallas, TX 75266
661-8878

Tom Haden
Executive Director
Dal Worc
1645 Stemmons Freeway
Dallas, TX 75207
747-8878

D. H. Howell
Handicapp Program Specialist
Office of Human Development
500 S. Ervay, #347B
Dallas, TX 75201
670-5485

Gene Sparks
Foster Cleaners
5013 W. Lovers Lane
Dallas, TX 75209
350-6626

Bob Varnell
Director
Human Resources
Vought Corp.
Box 5907
Dallas, TX 75222
266-3621

Jerry Cooper
Henry C. Beck Company
4600 First National Bank Building
Dallas, TX 75202

Troy B. Williams
John K. Burch Company
110 Howell
Dallas, TX 75207

Gary Anderson
District Manager
Codex
7616 LBJ Freeway
Dallas, TX 75251

Dub Hill
Executive Director
Building Owners & Managers Assoc.
1607 Main Street, Suite 1203
Dallas, TX 75201

Bob Gooding
Communications Center
WFAA-TV Channel 8
Dallas, TX 75202
748-9631

Don Sumrell
Personnel Director
J. W. Bateson Company
10150 Monroe Drive
Dallas, TX 75229

Staff:

Dorothy Bennett
Multiple Careers Magnet School
W. B. Carrell Elementary
4528 Rusk Avenue
Dallas, TX
826-9350

Rene Martinez
Executive Director
Education Dept.
Dallas Chamber of Commerce
1507 Pacific Ave.
Dallas, TX 75201
651-1020

Appendix D

Special Education Procedural Manual
for
Campus Administrators

January, 1979

Vocational programs pp. 31-39

Counseling

The full time counselor will meet with students individually and in small groups. She will work with the students in developing work related personal, social and decision-making skills.

Attendance

Students will attend one of the career education programs for three consecutive quarters. They may attend either a morning or an afternoon program. Upon completion of the program, students may either:

1. continue in the training program
2. receive additional training in a related career
3. participate in an on-the-job training program
4. be placed on a job

Course Credit

The student will receive 3 credits for each quarter in the program.

Transportation

Transportation will be provided by the regular magnet bus program and will be arranged by the Multiple Careers Magnet Center. Adapted transporation will be provided on an individual basis as needed.

Vocational Assessment Center

A vocational assessment center is available for eligible special education students. It is located at the Multiple Careers Magnet Center.

When there is some uncertainty about a student's career choice, the student is evaluated in the Assessment Center.

This assessment is designed to help the students, their parents and other responsible adults who are assisting the student plan for realistic careers in which they are most likely to succeed.

The vocational assessment is an evaluation of work values, vocational interests and aptitudes, as well as attitudes toward work and social skills. Assessment, techniques are work samples, interviews, and interest and aptitude inventories. Throughout the assessment process the counselors give feedback to the students so that the students become aware of their strengths and interests and are therefore better able to make realistic career decisions.

At the conclusion of the formal assessment, recommendations for vocational training and/or employment will be made. Whenever possible, these recommendations will be developed during interviews with the student and will therefore include the students' career hopes and aspirations.

Steps in Vocational Assessment

1. Initial Evaluation

   All students come to the Assessment Center for three weeks, 1/2 time. Every affort will be made to schedule the student into the Assessment Center during the time he would be taking electives rather than basis courses.

2. Adaptations

   A. If a student is physically handicapped or other health impaired, the school nurse and/or the MCMC counsulting Physical and Occupational Therapists will be consulted before the student comes to the Center. The consultation will concern adaptive equipment or physical contraints to be considered during assessment.

B. If a student is hearing impaired, a facilitator from the Deaf Education Office will be contacted to coordinate the use of an interpreter if indicated.

C. If a student is visually impaired, consultation will be arranged through the appropriate channels.

3. Attendance

Attendance in the Assessment Center is reported to the home school from the MCMC as in any other magnet program.

4. Transportation

The regular Magnet School Buses are used for transportation. Adaptive buses, when needed will be arranged for by the MCMC in coordination with the Special Education Department.

5. Communication

A. The parent and student will be given a summary report on the last day of assessment.

B. Within 2 weeks from the last day of assessment a written report will be sent to the home school,

C. One of the Assessment Counselors will attend the staffing which places the student into appropriate career education program.

For additional information or for clarification, call Dr. Dorothy Bennett at the Multiple Careers Magnet Center.

Vocational Programs for Handicapped Students

Special Education students are eligible for all regular occupational education programs, Magnet schools, and special Vocational Education for the Handicapped units. A special procedure is required by the state. The following guidelines must be utilized:

Handicapped students may be considered as eligible to enroll in regular occupational programs (programs utilizing vocational teacher units including Homemaking and Industrial Arts) and in Coordinated Vocational-Academic Education (CVAE) programs if they have been screened and recommended by the Admission, Review, and Dismissal Committee which has determined that such students can profit from the instruction.

The Admission, Review, and Dismissal Committee will consider a handicapped student for assignment, continuation in, or dismissal from a regular occupational program. The campus principal shall be the chairperson for the Committee composed of the following people:

1. The local vocational administrator or vocational supervisor.

2. The local special education director.

3. The vocational teacher who will instruct the handicapped student if such student is recommended for training by the screening committee.

4. An experienced special education teacher who can provide information needed by the Committee in making valid judgements regarding training of handicapped students.

5. The vocational counselor.

6. A parent of the student being considered for vocational training and the student if appropriate.

7. A pupil appraisal person who can provide information regarding student appraisal and make interpretations of tests for student(s) under consideration.

Some questions which the Committee should consider in determining eligibility include:

1. Does the handicapped student possess background knowledge and other qualities needed to cope with the instruction on the level of other students in the class?

2. Will it be necessary and feasible to tailor a program for the handicapped student in order to provide a program in a regular class or CVAE class?

3. Will enrollment in a specific vocational program contribute to the students morale and well being, or will it lead to frustration because of lack of accomplishment?

4. Are there hazards which would prevent enrollment in the class or endanger the handicapped student while in training or in employment?

5. Will the training enhance the student's employability or will it be so limited as to make employment doubtful?

6. Is the student disruptive? If so, will it hinder the operation of the class and hhus curtail normal instruction of other students?

7. Does the teacher have the experience to cope woth the student effectively and provide a satisfactory program needed to make the student employable?

8. Is the student/teacher ratio such that there is time to give added attention to the handicapped student's needs for instruction?

9. Does the handicapped student have the desire to secure training to become employed?

A copy of the Committee's review shall be made a part of the handicapped student's anecdotal file. This copy will indicate date of meeting, name and professional assignments of members, and decisions reached.

Vocational Staffing Review (Cont.)

In summary, the following alternatives are available to a Local Admission, Review and Dismissal Committee as they plan for special education students:

1. The LARD has a clear indication of the interest and aptitudes of the student and wants to recommend an occupational education program in the local building.

   Utilize procedures outlined on Page 10.

2. The LARD has a clear indication of the interest and aptitude of the student and wants to recommend a consideration of placement in a Vocational cluster at the Multiple Careers Magnet Center.

   Utilize Vocational Assessment Center Counselor from MCMC to arrange a case review and vocational staffing.

3. The LARD has a clear indication of the interest and aptitude of the student and wants to recommend a VEH unit at another site, other occupational education or a magnet school program.

   Utilize Project Options to organize vocational staffing.

4. The LARD needs additional information from vocational assessment data.

   Utilize MCMC Vocational Assessment Counselor to request services.

Project Options - Telephone 823-7831 or 824-1712 or 824-1750

Vocational Staffing Review (Cont.)

Magnet Schools

Pupil Personnel Committees of magnet schools have the following alternatives to assist in planning for special education students:

1. Special education students have been placed and are currently enrolled in magnet school program without proper review.

   Utilize Project Options to coordinate a Vocational Staffing of each student. Allow this committee to recommend short and long term goals and placement.

2. Students are referred for acceptance and no information is available to determine whether or not the student is eligible for special education.

   Provide a list of students and their birthdates to the Special Education Department for verification of students who are handicapped. Schedule Vocational Staffings for these students through Project Options.

3. Students are enrolled in the magnet programs but are possible candidates for special education.

   Conduct a screening of the student utilizing the Pupil Personnel Committee procedures outlined on pgs. 4 and 5 of the Procedural Manual. Provide the complete documentation of this process to the Area ARD Team of the student's home high school.

   The Area ARD will review the referrals and provide feedback if the student appears to need a full appraisal and will schedule this appraisal.

Project Options - Telephone 823-7831 or 824-1712 or 824-1750